

Federal support cutbacks still looming

The outlook for federal support of higher education is slightly brighter than it was a few weeks ago, but the academic community is still expressing concern over an apparent slowdown in U. S. funds and over some fundamental changes in the means of allocating those funds.

The House of Representatives last month restored some cutbacks recommended earlier by the Nixon Administration and the President himself has recently pledged to restore others. But most observers foresee a major departure from federal policy that had, until now, provided steadily

increasing support for higher education since World War II.

Specifically, Administration proposals call for reduced spending in direct aid for both fellowships and new construction. They would replace that direct aid with increased reliance on loan programs using private capital. As a result, say some education officials, academic science and health - related programs are in particular jeopardy.

The picture at Michigan State generally reflects the national outlook, according to campus spokesmen. A May 6 scheduled visit by President Clifton R. Wharton Jr. to Washington, D. C. - to meet with the Michigan Congressional delegation - was delayed by strike attempts on the campus. One topic on the agenda of such a meeting was federal support for higher education. Since the appropriations bills are not yet finalized, there is still time to try to change them.

IN HIS educational reform message earlier this year, President Nixon promised a "concerted effort" to find programs that could be reduced, terminated or fundamentally restructured. Among those programs were fellowships and traineeships for graduate students, grants for new facilities, funds for land - grant colleges, support for library resources, grants for health - care facilities.

The President's announced intentions aroused quick response from educators and from some Congressmen.

Although President Nixon suggested that some programs suggested for cuts or phase - outs be absorbed by his proposed National Foundation for Higher Education, officials of several national educational associations pointed out that the programs could suffer seriously if they were disrupted in the transfer process.

Some cutbacks suggested by the Administration but partially restored by the House are in the appropriations bill for the U. S. Office of Education. That bill (calling for \$4.1 billion for the Office of Education, including \$1.1 billion for higher education) is expected to be acted on this month in the Senate.

The House voted to increase appropriations (over Administrative recommendations) for such programs as the National Defense Education Act (NDEA) student loans and funds for land - grant institutions.

More recently, the Administration has assured leaders of higher education that there will be no sudden withdrawal of federal support for college teacher fellowships, and foreign and area studies. (Both are scheduled for eventual inclusion in the Foundation for

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Commission to convene June 1

The first meeting of the newly named Presidential Commission on Admissions and Student Body Composition - scheduled for 2 p.m. next Monday (June 1) - will deal with organizational matters and with establishing some issues that the commission faces.

Ira Polley, director of the commission and former state superintendent of public instruction, said that the commission initially will focus on three areas: Graduate - undergraduate enrollment balance in MSU's colleges, undergraduate maximum or optimum size and enrollment ceilings.

As it proceeds during the remainder of this year, he added, the commission will hold open hearings - both on and off the campus. Its recommendations are expected during winter, 1971.

Faculty voting members named to the commission include: W. Vern Hicks, professor of elementary and special education, and Willard Warrington, professor of evaluation services, both from the University Educational Policies Committee; and Charles A. Blackman, professor of secondary education and curriculum, and James H. Pickering, professor of English, both from the Graduate Council.

From the Academic Council are: Norman Abeles, professor of

psychology and Counseling Center; Daniel F. Cowan, assistant professor of human medicine; Mildred B. Erickson, assistant professor of American Thought and Language; Henry W. Kennedy, professor of teacher education; Mordechai Kreinin, professor of economics; Clifford J. Pollard, associate professor of botany and plant pathology; and Chitra M. Smith, assistant professor, James Madison College.

Faculty members - at - large include James D. Shaffer, professor of agricultural economics, and Dorothy Arata, professor in the Honors College.

Other voting members include James H. McMillan, director of Equal Opportunity Programs; three representatives of the Council of Graduate Students (Stanley Sibley, William Greene and Kwong-Yuan Chong); two alumni; five undergraduates; and a third at - large member (former State Sen. Frank Beadle, St. Clair).

President Clifton R. Wharton Jr. is chairman, and Provost John Cantlon is vice chairman.

Non-voting and ex officio members include five persons designated from the public, the Board of Trustees and nine University staff and resource persons, including Polley.

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The ROTC question: Is it compatible?

By BEVERLY TWITCHELL
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To ROTC or not to ROTC or how to ROTC - that is the question. Asked, discussed, shouted around campus for the last few weeks, and to be discussed today in a special Academic Council meeting at 3:15 p.m. in the Auditorium.

Attacks on offering Reserve Officers Training Corps programs at MSU have been along two fronts: Military and academic. Some students, particularly the Committee Against ROTC, have taken the military argument, with some faculty support, opposing the offering of ROTC because of its relationship to the military - industrial complex and particularly its relationship to (through supplying officers for) the Indochina war.

Some faculty have opposed offering ROTC here on academic grounds, opposing the role of outside agencies (the Air Force and Army) to determine curricula and supply instructors, and to prepare students for a single employer.

The administration's stance, as articulated in a May 1 statement by President Clifton R. Wharton Jr., is that, based on an ASMSU opinion survey last year and an investigation by the University Educational Policies and Curriculum Committees, the position of ROTC is warranted. But, he said, "if the Committee Against ROTC has additional evidence that the situation has changed materially or that there are additional facts which should be considered, then there exist appropriate channels to present these views for a hearing and consideration."

He suggested two channels: The Military Education Advisory Committee, which held two open hearings last week, and the Academic Council.

And finally, the stance of those who oppose either abolishing ROTC or withdrawing University financial support and accreditation (as demanded by striking students) centers on academic freedom and what they say is the liberalizing effect of a University on ROTC commissioned officers.

As Herman King, assistant provost and chairman of the Military Education Advisory Committee, said: "We are more concerned about the role of the University in military training than the role of military training in the University."

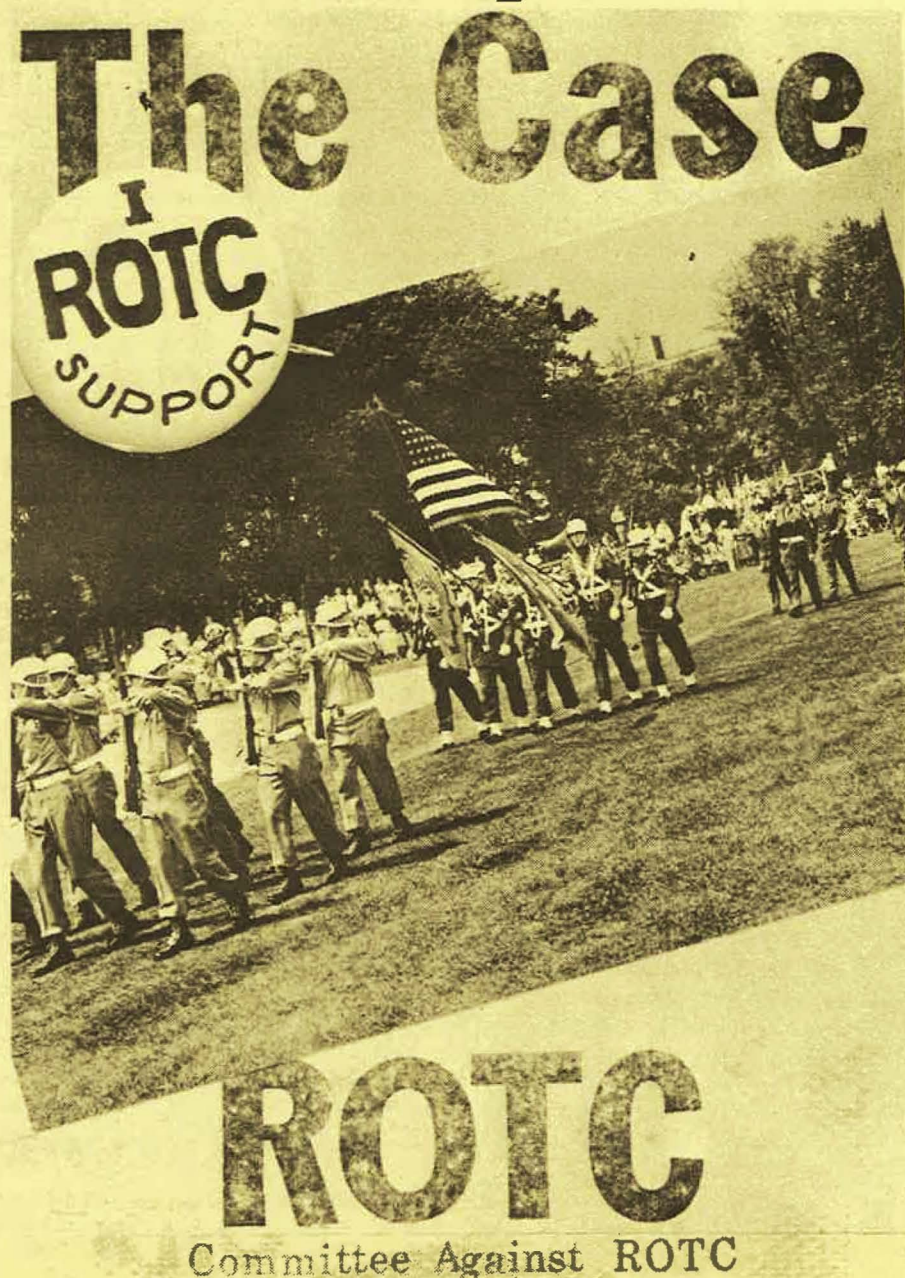
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ARGUMENTS AGAINST ROTC: MILITARY

A mimeographed, footnoted 13 - page "Case for Abolishing ROTC" has been distributed and sold by the Committee Against ROTC. The case speaks of the ROTC history, ROTC as a main source of officers, the question of alternatives to ROTC, elitism, imperialism, racism and academic freedom.

The case begins with a statement about the Chicago Conspiracy trials and the anti - war movement and explains the campaign against ROTC as bringing the anti - war movement to the local situation: "Here at MSU, where some 250 Army and

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The question

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200 Air Force cadets are receiving training to help the war effort, we can begin to fight against the war as students in the university community."

The case lists figures: Of all Army Officers on active duty today, less than 12 percent are West Point graduates, while more than 50 percent are ROTC graduates, according to the Report of the Special Committee on ROTC to the Secretary of Defense, Sept. 22, 1969 (the Benson Report). The figures for the other branches of the Armed Forces are lower, according to the New York Times: ROTC graduates are 35 percent of the Navy's officers and 30 percent of the Air Force's officers.

The case also points out that "it costs five times as much to train an officer at an academy than at a college campus. For example, it costs approximately \$4,800 per officer at MSU as opposed to \$49,400 at West Point..." making the ROTC program financially desirable to the Army.

The case also points out that "an additional measure of the importance of ROTC is the high percentage of commanding officers in Vietnam who are ROTC graduates. Of six commanding generals in Vietnam, five are from ROTC..."

"Still the question might linger," the case states, "Will the abolition of ROTC effectively slow the operation of U.S. involvement in Vietnam?" The committee quotes the head of the ROTC program at Harvard as saying: "Let it be understood beyond question that there is at present no acceptable alternative source of junior officer leadership if ROTC is driven from the college campus;" and "... the blunt truth is that Officers Candidate School programs are not attractive to college graduates unless there is extreme pressure from the draft."

The committee rejects the notion that an influx of educated men into junior officer positions makes a basic difference in Army politics. "The ROTC program (and the argument about intelligence)," they say, "is based on class prejudice and the perpetuation of the inner qualities of American society within the Army."

They again quote the Harvard ROTC head: "The Armed Forces simply cannot function without an officers corps comprised largely of college graduates. Who is prepared to trust their sons — let alone the nation's destiny — to the leadership of high school boys and dropouts? Equally disturbing (as idealistic young Americans ruining their lives by fleeing the country to avoid the draft) must be the knowledge that there are brilliant young Harvard men with God-given leadership abilities who seem content to waste two years of their life by allowing themselves to serve as a private."

The committee responds: "What incredible snobbery!"

A relatively large section of "The Case for Abolishing ROTC" is devoted to figures concerning U.S. investments abroad, as the Committee Against ROTC alleges that the "military establishment of the U.S. has grown in the past decades to become the most powerful world police force in history."

The point the Committee makes is that "the function of the military has not been to make the world safe for democracy, but rather to make it safe for American business enterprises."

The case accuses the U.S. military of "racist exploitation of people both at home and abroad."

"The military uses racism to help justify the war in Vietnam by pushing the idea that the Vietnamese are something less than human... that they have no regard for life, that they aren't Christian, and in general are not 'our kind of people.' American soldiers are taught to think of them as pests to be exterminated... rather than people fighting for a better existence, while the government plays up the idea that we'd like to let them govern themselves but right now they aren't capable of it, so we have to do it for them."

Domestic military racism is seen, the case states, in that "most draft calls are filled by workers, many of them black or Chicano, while almost all of the officers are college-trained and most are white. Thus the blacks are kept 'in their place' as they are in all institutions and end up being conscripted to die defending the imperialist system which has always kept them down by giving them the lowest wages, worst jobs and poorest housing."

The committee says that academic freedom has nothing to do with their abolish ROTC position.

"The abolish ROTC position... doesn't care who teaches it or how it is taught, with or without academic credit. As long as ROTC is used to serve as a protector of the U.S. global empire, then ROTC must be abolished," they say.

In their conclusion, the committee members say that their aim is not to impair the defense capacity of the U.S. but to make "a significant blow" against the Vietnam war.

And they point out that theirs is an attack on ROTC, not on the students who are in ROTC.

"We believe," they say, "that ROTC manipulates students into signing up by appealing to their immediate needs — money to go to school and fear of the draft," which leads to, they say, misguided, rather than genuine, patriotism.

The demands of the committee, made to President Wharton, are: (1) That ROTC have no access to University facilities on any basis; (2) that there be no contractual relations between MSU and the military for the training of officers on a curricular or extra-curricular basis; and (3) that students who are currently receiving ROTC scholarships be given equivalent MSU scholarships.

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ARGUMENTS AGAINST ROTC: ACADEMIC

Robert Repas, professor of labor and industrial relations, said he was "astounded" by the statement of President Wharton that University channels had not been utilized for consideration of ROTC issues.

Repas headed a group of faculty members who worked from December, 1969, to April, 1970, to bring the ROTC issue through the University channels. They proposed reestablishing the Military Education Advisory Committee into a University standing committee. The proposal was defeated at the April 13 Academic Council meeting.

Repas said he would not object to "throwing it (ROTC) off campus altogether," or to stripping the program of academic credit and making it pay its own overhead. But if the program is to be kept on campus, he said, "I can't see how we can keep it at its present administrative level." Therefore he proposed that the Military Education Advisory Committee be made a standing committee "with clear procedural requirements."

Repas objects to the provision in the 1964 ROTC Revitalization Act which requires that: "No unit may be established at an institution unless the senior

commissioned officer of the armed force concerned who is assigned to the program at that institution is given the academic rank of professor... (and) the institution adopts as part of its curriculum a four-year course of military instruction or a two-year course of advanced training of military instruction, or both, which the Secretary of the military department concerned prescribes and conducts..." (Public Law 88-647, Oct. 13, 1964).

Thus, Repas says, an outside agency requires the University to assign rank; it would be like the United Auto Workers providing the School of Labor and Industrial Relations with instructors, textbooks, and holding final say over curriculum, he said.

"We pay for the privilege of offering ROTC," Repas says, by paying for secretarial help and overhead, and by providing free office facilities and a drill field.

He also argues that the instructors are not career teachers and are "shuffled in and out" of the University by their respective military departments.

Repas also objects to departmental status for ROTC programs (agreed to in the contracts with the Air Force and Army).

"Presumably," he says, "justification for department status is creation of new knowledge. No one has ever accused ROTC of that."

He also questions a "curriculum designed to train people for a single employer," and asks: "How do you justify academic credit for marksmanship?"

He rejects the notion of the liberalizing effect of University-based ROTC programs on military officers because "when you enter the military, an organization, you conform to that organization, not transform it. Besides, second lieutenants do not make policy."

He described the student issue regarding abolishing ROTC (to cut off the officer supply to Vietnam) as "absolute nonsense," for the same reason that he thinks an argument to keep ROTC for defense is wrong. He quotes figures from the New York Times, March 3, 1970, which showed that in the 1967-68 escalation of the war, OCS turned out twice as many officers as did ROTC; while in 1969-70, OCS turned out fewer officers than ROTC — which means that ROTC remains somewhat constant, but OCS fluctuates according to the demand for officers.

Repas said he objects to the Military Education Advisory Committee because it does not report to the faculty and until recently most faculty were not aware of its existence.

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ARGUMENTS FOR MAINTAINING ROTC

Campus supporters of ROTC react to the preceding arguments on the basis of academic freedom, on a contention that University-based ROTC provides a valuable liberalizing effect, and on the contention that abolishing ROTC would not particularly affect the Indochina war.

Herman King described as misleading the use of the quote of Harvard's Col. Pell (that "there is at present no acceptable alternative source of junior officer leadership if ROTC is driven from the college campus"). There are alternative sources of officers, such as OCS, the military academies, field commissions, etc., King said, but ROTC is the most acceptable program for a variety of reasons.

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"I don't think abolishing ROTC would have any effect on Vietnam whatever," King said. "But it can have an effect in maintaining peace down the road."

The military influences civilian government — which prescribes wars — through advising that government. ROTC officers could influence civilian decisions, King said, by occupying a majority of strategic positions.

"What does a bachelor's degree mean in terms of character?" King asks. "A conference a couple of years ago concluded that a bachelor's degree says nothing about a man's character; it says he had the intelligence to get through four years of college with 180 credits, without getting caught at plagiarism, the only unforgivable sin at a University."

"If we aren't concerned about that, why get so excited about ROTC?"

"The Military Education Advisory Committee is concerned. We think the ROTC graduate ought to have some strength of character. We have to do something to make sure he gets a more liberal education, a better education for his purposes than the average university graduate..."

"It's just as important to stop the next war as this one, and to cut off ROTC is to cut off one outlet. They ought to have a chance to influence future decision-makers. We should infiltrate, not destroy, organizations, whether they be business, politics or the military."

For the same end, King said he "would like to see officers come from all over the country, with all sorts of education... to represent the well-educated citizens of the country."

Co-optation by the military is less likely occur to those who enter with a college education and at a higher rank, King said. ROTC serves those purposes. To those who say that they haven't seen any liberalizing effects during ROTC's 70-year existence, King responds that his committee hasn't been going very long and that in those 70 years "the University hasn't tried to do what we're trying to do" through reorganization of the ROTC curriculum.

He points out that ROTC cadets are enrolling in growing variety of majors, from television and radio to political science to mathematics, rather than the majority enrolling in engineering as they did in the past.

Curriculum revisions in military science (effected last year; aerospace studies is currently under review) provided more opportunities for courses of an interdisciplinary nature. (Military science cadets are required to take courses in such fields as economics, geography, political science, history and management.)

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TO THE CHARGE that the military is racist, King answers that the Armed Forces will not contract for ROTC programs with segregated schools. He also said that there is "more chance of the military being racist if ROTC is shut off in the North, leaving it only in the South," where ROTC enrollment is high.

He said the argument that the University manipulates students into signing up for ROTC by appealing to such "immediate needs" as financial need and fear of the draft "could have some logic," but he pointed out that students at MSU have several choices for obtaining financial aid and are not forced into choosing ROTC scholarships.

King responds to the argument of an outside agency (the military) placing

ROTC . . .

requirements on the University by pointing out that the state specifies that certain requirements be met by education majors in order to obtain teaching certificates.

Col. Bert Shaber, chairman of the Department of Aerospace Studies, says that the Air Force requires that certain goals be met (much like the American Medical and American Bar Associations require), but does not particularly specify course content. For example, the Air Force may specify the goal "to become familiar with the meaning and scope of war," but the particular courses used to meet that goal are established by the department faculty with the advice of the Military Education Advisory Committee.

King points out that the ROTC Revitalization Act requires that military instruction prescribed and conducted by the secretary of the military department concerned be adopted by the University as only part of its curriculum; thus the University has the option to set other course requirements for ROTC cadets.

In response to the argument that ROTC prepares students for a single employer, King points out for comparison that the College of Education prepares most of its students for a single employer — public schools.

The single employer for which ROTC cadets are prepared, King says, is the "government, an extension of the people. I see nothing wrong with training people to serve the country. It is one employer — it's one country."

King said he thought the law required the assignment of professorial rank so that the ROTC instructors could be considered part of the academic community.

The solution he says, is to "pick those who qualify for the rank."

Regarding the argument of academic credentials of ROTC instructors, Col. Shaber says he "could care less" about the title of professor, "because the title and position are hollow. We don't have tenure, we have no rights on campus, no representatives on any campus governing committees. We're outsiders."

The military serves essentially as an employment bureau, King says, through its access to the files of all officers eligible for ROTC instructor positions. Files of candidates for vacant positions are sent to the University to be examined, and the University has also recently begun to personally interview the candidates.

The biggest disadvantage with ROTC instructors, all of whom are on active duty with their respective military branches, is that they usually cannot stay more than four years.

Col. Shaber said he didn't think this was a disadvantage, because rotation of assignment continually provides the officer with exposure to the practicalities of the military, which he is expected to bring to the classroom. Both Col. Shaber and King said they thought practical experience was valuable, and King said its importance could supercede advanced degrees, though most ROTC instructors here are pursuing advanced degrees in fields from education to the fine arts to physics.

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WHY SHOULD accreditation not be removed from the ROTC program?

Curriculum should be kept under the University's control, King said, in order to effect the liberal education he feels a military officer should receive.

Without accreditation, ROTC "would move away," King said, and the goal of that liberal education would be forfeited.

And, he said, "I don't see how you could ask the University Curriculum Committee to approve courses they don't grant credit for," nor could course fees be collected for courses not receiving credit.

* * *

COL. SHABER described the anti-ROTC movement as emotional ("and we're a ready target") and said it is based upon little knowledge of what is actually taught in ROTC classes.

"We are a highly specialized discipline," he said. "We do not follow in their footsteps (those who oppose ROTC), so we are rejected. Academic Freedom is guaranteed only to the extent that it excludes us."

Other disciplines treat the University as an end, he said, "as a place for research, papers and cognitive learning," while the ROTC program "prepares people to deal with fundamental problems in life, such as communications, peace and war." So, he said, "we feel ours is a realistic profession."

Federal support cuts likely . . .

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Higher Education, and both were originally scheduled for significant cuts in fiscal 1971. Administration assurances would mean that they would be funded next year at their present levels.)

ONE OF THE President's proposals calls for a student aid package that would provide combined grants, work-study payments and subsidized loans to students from families whose gross income is under \$10,000 a year. Students from a family with more than \$10,000 - a year income would not receive direct aid, but could get loans at commercial rates.

To provide loans, President Nixon urged creation of a National Student Loan Association, which would purchase student loan "paper" from other lenders. These purchases would be financed by issuing dividend - paying

stock on the private market.

But this is not seen as a suitable alternative to the present NDEA Student Loan Program, according to Henry C. Dykema, MSU's director of financial aids. He says that the national group of financial aids officers is drafting proposals to be offered as legislation to reform and strengthen the present NDEA program.

MSU received \$1.3 million in NDEA funds for 1969-70, compared with \$1.6 million the year before, Dykema reports. The University has just been awarded \$320,000 in supplemental funds for the remainder of this year.

Next year, MSU anticipates about \$1.4 million in NDEA loan funds, Dykema says, but this is barely more than half of the \$2.7 million it requested, and for which it can show need.

The problem students face in trying to

get loans on the commercial market, he says, is that not all of the private lending agencies participate in any federal plan. And NDEA student loans carry a much lower interest rate (up to only 3 per cent after graduation) than does a "guaranteed student loan program" proposed by the Administration (up to 7 per cent after graduation).

PRESENT AND projected cuts in federal spending are being felt in various fields areas at MSU. Milton E. Muelder, vice president for research development, notes that while the outlook changes from week to week, it now looks as if:

—Graduate student fellowship support for MSU from the NDEA (Title IV) has dropped from about \$1 million last year to \$829,000 this year, with only \$526,000 expected in 1970-71. The number of fellowships has dropped from a high of 70 in 1966-67 to 27 anticipated next year.

—As of March 1, the University had about \$2 million in ongoing fellowship and traineeship support from the National Institutes of Health, the Public Health Service and the National Institute of Mental Health. It looked for a time as if this support might be eliminated, but latest indications are that it will continue for another year at its 1969-70 level.

—Traineeships from the National Science Foundation and the National Aeronautics and Space Administration will be eliminated. (NSF traineeships this year total 21; NASA trainees number five, down from a high of 12 in 1966-67.)

Muelder says that prospects are better than they were when he reported to the Board of Trustees in April. But he warns that federal support is by no means a source of optimism among those in higher education.

ALTHOUGH MOST of the cuts directly affect faculty researchers and graduate students, the impact will extend to the undergraduate level, says William H. Knisely, director of the Institute of Biology and Medicine.

He estimates that nearly half of MSU's undergraduates take coursework in departments (such as chemistry, psychology, sociology, statistics and zoology) facing curtailed activities because of possible reductions in federal support.

And Knisely says he is particularly

disturbed by the prospect of cuts in direct federal grants for health care facilities, and for health and medical education.

"The impact is very clear in the health profession," he says. "If we're talking about clinical facilities for education and health care, it's very obvious that if the universities have to borrow, then they will have to pass these costs on to patient care — at a time when the federal government says it is trying to cut health care costs."

MANY PERSONS suggest that curtailed federal aid to higher education is simply a reflection of growing public resentment over campus unrest and student disruptions.

But Knisely maintains that "the fastest way to destroy the university is to cut the support just as is being done and proposed. This is more effective than breaking windows. What the federal government says it doesn't want to happen will happen as a result of the current federal response to students."

Knisely acknowledges that behavior on the part of many universities and students has been poor, and that such behavior has been noted off the campus.

But he warns that it is "highly unlikely" that any of those students "guilty" of fomenting campus revolution will lose any support as a result of federal cuts, because these students probably didn't have the support in the first place.

— GENE RIETFORIS

Two elected to steering group

Thomas H. Greer and Gordon E. Guyer have been elected to the Faculty Steering Committee, according to results of balloting conducted earlier this month.

Greer, professor of humanities, is an incumbent on the committee. Guyer, professor and chairman of entomology, succeeds Dale E. Hathaway, professor and chairman of agricultural economics who did not seek re-election. Both will serve two-year terms beginning July 1.

Other members of the Faculty Steering Committee are Walter F. Johnson, professor of administration and higher education; Hideya Kumata, professor of communications; and Arthur Adams, professor of history.

How one department is hit: Biochemistry down a third

"We have had at least five projects up for renewal in the past six months, and we have had none funded," according to A. L. Mathews, administrative assistant in MSU's biochemistry department.

A general leveling off of federal support — in the face of spiraling inflation — means that total funding this year for research in biochemistry will be about 30 per cent below last year.

The results in that department are fewer graduate students accepted, fewer laboratory technicians, fewer students hired as part-time lab helpers, less money to spend for equipment.

Indications are that the biochemistry department here at Michigan State is representative of what is happening to academic science across the country. So far, no major increase in federal support of science is foreseen for 1970-71.

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ALLAN J. MORRIS, associate professor of biochemistry, is doing basic research in the biochemistry of red blood cells, and he faces the loss of financial support from the National Institutes of Health (NIH).

His grant of about \$25,000 was due for renewal May 1, but a decision on

funding has been postponed until at least June, and possibly until later this summer.

"I don't know where we stand," he said. "Under normal times it would have been funded." Morris says he thinks his grant will be reduced.

A year ago, Morris discovered and isolated an enzyme (ITP-ase) from red blood cells in rabbits. He has since isolated the same enzyme in human blood. He describes his work as "a search for a new metabolic pathway in red blood cells."

If the project loses funds, Morris will probably have to let his lab technician go and cancel hiring a student lab helper this summer. "And it's questionable that I could support a graduate assistant," he says.

Until NIH makes a decision on funding, Morris' project is getting by on a small grant from the University and on equipment and supplies available in the department.

Morris says he doesn't think his predicament is any different from many other researchers on the campus.

"I think everyone is losing funds," he says.

— BOB CALVERLY

Most units remain silent

Nearly three weeks have passed since the events that prompted attempts to strike on campuses across the nation and at Michigan State. While the passage of time has restored "business as usual" to much of the campus, concern for the issues that triggered the strike action has not disappeared.

A random survey taken here last week (May 18-22) of 25 colleges and departments shows that although several departments have been vocal in their reactions to the strike action, many more have been officially silent. Most reported that they found it unnecessary to issue separate policy statements because members of their departments had not been involved in any strike activities.

A majority of department heads have said that an individual department or unit should not make independent policy statements on political or social issues. They said they have adopted guidelines from statements issued by President Clifton R. Wharton Jr. and passed by the Academic Council (Faculty News, May 12 and May 19).

Deans and department heads contacted said they would allow the Council's action in grading students in this term.

OF THE 25 colleges and departments contacted, only six has issued formal policy statements:

ANTHROPOLOGY DEPARTMENT, which supports a policy of developing a counter - educational program in the community. It is sponsoring a series of 16 seminars in East Lansing and on the campus.

ART DEPARTMENT, which issued a statement reflecting faculty support of "the humanitarian intent of the demands of the MSU strikers." A "work-in" was proposed to let students and faculty use art department facilities to express concern for current social problems.

COMMUNICATION DEPARTMENT issued a statement of alternatives for its student majors. The alternatives reflect faculty interest in making "educational efforts relevant to pressing needs." These include modifying curricular activities to emphasize recent events and withdrawal from all curricular activities for an individual who feels this is necessary.

COLLEGE OF SOCIAL SCIENCE has formally: Affirmed the right of individuals to take "whatever non-violent actions they deem appropriate as

a matter of conscience and social responsibility to their academic community and to their nation;" requested that the Academic Council remove ROTC instruction from the campus; proposed that fall term be altered to allow a two - week break prior to 1970 elections.

SCHOOL OF CRIMINAL JUSTICE has issued statements, signed by both students and faculty, that address themselves to such questions as the Indochina war, dissent and firearms. The groups agree on the need to provide educational alternatives for striking students, and on the need to deplore violence by both dissenters and those who would control dissent. A statement signed by seven faculty supports the belief that "we cannot abide institutional positions" on the Indochina war.

SCHOOL OF LABOR AND INDUSTRIAL RELATIONS has: Expressed opposition to attempt to obtain class attendance information, called for withdrawal of American forces from Indochina; asked the Academic Council to "strip ROTC of academic credit;" and encouraged political participation by students and faculty during 1970 primary and general elections.

COLLEGES AND departments who report that they endorse the University's and President Wharton's position on any strike action (and thus have issued no statements) include: The

Colleges of Business, Engineering, Home Economics, Human Medicine and Veterinary Medicine; the Departments of Advertising, Agricultural Engineering, Audiology and Speech Science, Biophysics, Civil Engineering, Computer Science, Crop and Soil Science, Economics, Fisheries and Wildlife, Hotel, Restaurant and Institutional Management, Park and Recreation Resources, and Romance Languages; and the School of Packaging.

Student - faculty referenda have been held in home economics and in criminal justice. The latter has not yet been tabulated.

In the home economics referendum, there was support for five of the demands listed originally by the strike steering committee (U.S. out of Indochina now, solidarity with Kent State, no firearms on campus, no credit for ROTC, no penalties for faculty and student strike supporters).

On the question of striking, more than 80 per cent of the home economics respondents supported keeping the University open while allowing for either protest through other means or action on an individual basis.

In a related action, Frank Blatt, professor and chairman of physics, has accepted an assignment to be MSU coordinator of the Universities' National Anti - War Fund, which seeks to enlist financial support for Congressional candidates who advocate U.S. withdrawal from Southeast Asia.

- CHERYL PARKER

ROTC: Historical summary

The 1862 Morrill Act offered an endowment for an institution "where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts. . . ."

The Michigan State Legislature followed in 1863 with Public Act 211 (amended in 1925) which required that MSU (then Michigan Agricultural College) add military tactics and military engineering to its curriculum.

It has been suggested that MSU may lose its annual \$74,000 Morrill Act endowment from the state if ROTC is dropped from the curriculum, for then the University will not be meeting all of the act's specifications.

Data from Herman King, assistant provost, show that University budget expenditures (for supplies, services, secretaries, equipment and travel) totaled \$35,000 in 1968-69, while general budget income (from fees, tuition and uniform rental) came to \$28,000, leaving the general budget net expenditure at \$7,000. If ROTC facilities were rented at a commercial rate, the University estimates that it would receive \$47,000. Overhead costs for the facilities (heating, light, electricity, water) are \$11,000, bringing, King says, the maximum direct and indirect cost to the University to \$65,000.

The Department of Defense paid

\$281,000 in salaries to military personnel at MSU during 1968 - 69, and provided \$104,000 in scholarships.

The National Defense Act of 1916 provided for the creation of ROTC; the State Board of Agriculture (then governing body of this institution) established ROTC here in 1917.

Until then, the college met Morrill Act requirements through what was called "military drill," probably taught by faculty who were Civil War veterans, according to William H. Combs, director of the MSU archives.

Military drill was voluntary until 1889, then was compulsory until 1961 (after a first proposal to make ROTC voluntary was defeated by the Board of Trustees in 1960 and a faculty committee was established to study the question).

The first officer assigned by the government to teach military science was Army Second Lt. John A. Lockwood, who came at the request of the president of the college.

In 1929, ROTC moved into Demonstration Hall, which was built by the state for agricultural and military display purposes.

The building now houses military science (Army ROTC). Aerospace studies (Air Force ROTC) is housed in the quonsets, which were built after World War II to house students. They were provided by the federal government, but MSU had to erect them.

Faculty Club opening delayed

The swimming pool at the new Faculty Club building will be ready for use sometime between June 15 and July 1, according to Richard L. Feltner, assistant dean of agriculture who is chairman of the club's membership committee.

Construction delays have postponed the originally scheduled June 1 pool opening.

Because of this delay, he reported, the first monthly dues payment will be

deducted from members' June 30 paychecks, rather than the May 31 paychecks as first planned. Dues are \$17.50 a month.

Feltner also said that persons who have paid membership deposits, but have not yet indicated whether they will join, are being asked to so indicate by June 15. Persons who have not responded by that date or do not wish to join will receive their deposit refunds by about July 1, he added.

WMSB

Tuesday, May 26
12:30 p.m. UNDERSTANDING OUR WORLD. Problems facing today's Catholic priest.

1 p.m. INSIGHT. Hebrew teacher meets a former pupil now heading American Nazi Party.

7 p.m. DRUGS: THE CHILDREN ARE CHOOSING.

Wednesday, May 27

1 p.m. MODERN MRS.

7 p.m. PREMIERE: MSU student chamber ensemble performs "Sumer and Akkad" by Loris Chobanian.

Thursday, May 28

12:30 p.m. THE CONSERVATIVE VIEWPOINT. Foreign policy.

1 p.m. THE FRENCH CHEF.

7 p.m. LA REVISTA. Final in the series.

Friday, May 29

12:30 p.m. INSIGHT.

1 p.m. SONIA SINGS.

7 p.m. ASSIGNMENT 10. A season - end wrap - up of Mid - Michigan public issues.

Saturday, May 30

10 a.m. INNOVATIONS. Chemiluminescence.

11:30 a.m. LA REVISTA.

12 noon Folk singer Donal Leace performs.

Sunday, May 31

11 a.m. NEWS IN PERSPECTIVE.

12 noon SOUL! Host Jerry Butler, singer Ruby Andrews, singer - pianist Donny Hathaway and Sam Greenlee.

1 p.m. THE FORSYTE SAGA.

2 p.m. THE CONSERVATIVE VIEWPOINT. Morality and society.

2:30 p.m. NET FESTIVAL. Special featuring Miss Peggy Lee.

4 p.m. NET JOURNAL. "The Enclosure," a prize - winning drama of French Jew and German political prisoner in concentration camp.

10 p.m. THE ADVOCATES. Should convicts be allowed to work outside prison?

11 p.m. NET PLAYHOUSE. "Confrontation," Anatomy of a student rebellion.

Monday, June 1

12:30 p.m. GERMAN PLAYHOUSE.

1 p.m. FOCUS ON SWEDEN.

7 p.m. WHY YOU SMOKE. First of five - part series to help people understand psychological and physical aspects of smoking.

WKAR

Tuesday, May 26

8 a.m. (AM-FM) MORNING REPORT. 60 minutes of news, weather, sports, features. (Monday - Friday)

9 a.m. (AM-FM) DICK ESTELL READS.

1 p.m. (AM) LECTURE - DISCUSSION. Chief Justice Warren Berger leads discussion, "The Adversary System."

1 p.m. (FM) MUSIC THEATRE. "First Impressions."

5 p.m. (AM-FM) NEWS 60. (Monday - Friday).

8:30 p.m. (FM) BOSTON SYMPHONY.

Wednesday, May 27

11 a.m. (AM) BOOK BEAT. With J.C. Furnas, author of "The Americans."

1 p.m. (AM) LECTURE - DISCUSSION. Chief Justice Berger, "The Rich Pay a Fine, The Poor Go to Jail."

1 p.m. (FM) MUSIC THEATRE. "Ben Franklin in Paris."

8 p.m. (FM) THE ART OF GLENN GOULD.

Thursday, May 28

11 a.m. (AM) SPECIAL. Panel discussion of trial of Chicago Seven.

1 p.m. (FM) MUSIC THEATRE "Mr. Wonderful."

9 p.m. (FM) JAZZ HORIZONS.

Friday, May 29

10:30 a.m. (AM) THE GOON SHOW. With Peter Sellers.

11 a.m. (AM) CONVERSATIONS AT CHICAGO. Discussion of criminal justice.

1 p.m. (AM) LECTURE - DISCUSSION. Ralph Slovenko, "Are Sex Laws Necessary?"

1 p.m. (AM) MUSIC THEATRE. "Kiss Me Kate."

2 p.m. (AM) ALBUM JAZZ.

11 p.m. (FM) REALLY THE BLUES.

Saturday, May 30

(Silent for Memorial Day)

Sunday, May 31

2 p.m. (AM-FM) CLEVELAND ORCHESTRA.

4 p.m. (AM-FM) FROM THE MIDWAY. "Public Welfare in the South during Reconstruction."

11:45 a.m. (AM) L'ATTITUDE. Social issues in Canada.

1 p.m. (AM) LECTURE - DISCUSSION. Former Canadian PM Lester Pearson on "Cooperation for International Development."

1 p.m. (AM) MUSIC THEATRE. "Funny Girl."

8 p.m. (AM) OPERA. "La Traviata."

1030 p.m. (AM) MUSIC OF TODAY.

MSU Faculty News

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(A news analysis involves interpretation -- for the reader as well as for the writer. Miss Twitchell's article was not an editorial, nor was it an ordinary news story; hence its label as an analysis: An attempt to study the factors in a situation and to determine an outcome.)

Eldon A. Behr
Professor, forestry